**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:** 6.EE.3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.)*  **Topic 2, CC-1 Lesson *Distributive Property and Algebraic Expressions***  Written by Teresa Ramey | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Spiral review with Envision questions pg. 40 #1 and #3 and Pg. 46 #1 and #3 to activate background knowledge on distributive property and algebraic expressions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Students are either paired or grouped. Give 50-60 small candies (m&m’s or smarties) or small counters to each table. Tell them that 5 people each get 4 candies and 5 other people get 6 candies. Show what this looks like. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual* .  Draw a representation of this in your journals. What number is the same in this problem? Could we use a variable for this number to make an equation? Share with your table/partner what this would look like (4p + 6p). Now show how you can make a distributive problem with this equation P(4+6). Have them repeat the steps with the candies, drawing and creating the equation and distributive problem with new numbers, sharing with their partners what they did. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem* By clicking on the following website, print the practice page and have the students complete #’s 1-16. [*http://www.glencoe.com/sec/math/prealg/prealg05/study\_guide/pdfs/prealg\_pssg\_G017.pdf*](http://www.glencoe.com/sec/math/prealg/prealg05/study_guide/pdfs/prealg_pssg_G017.pdf)  Also, use the following word problem: *A nut mixture contains peanuts, walnuts, and cashews. In the mixture, the amount of peanuts is two times the amount of cashews and the amount of walnuts is three times the amount of cashews. Let x represent the amount of cashews. Write and simplify and expression for the total amount of nuts in the mixture.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Have the students distribute the following: *x**m*−  Have the students simplify the following: 3x – 7x & 12y +2y and complete the following word problem: You have six gummy worms and eleven sticks of gum. Your friend is going to double the amount of the candies because you helped her out last Friday. You want to add all of the candies to find out how many you have. Use the distributive property to solve. | |
| **HOMEWORK** | |
| *Solving* Have the students create their own problem and solve it using first a picture then the equation and finally the distributive property. You can also have them create their own distributive word problem and then show the answer. | |